

1-1881

# The Bates Student - volume 09 number 01 - January 1881

Bates College

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## Recommended Citation

Bates College, "The Bates Student - volume 09 number 01 - January 1881" (1881). *The Bates Student*. 2122.  
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# BATES STUDENT.

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VOL. IX. No. 1.

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*JANUARY, 1881.*

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LEWISTON:

PUBLISHED BY THE CLASS OF '82.

1881.

# THE BATES STUDENT.

*A MONTHLY MAGAZINE.*

Published by the Class of '82, Bates College.

**TERMS**—\$1 a year, invariably in advance; Single copies, 10 cents.

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PRINTED AT THE JOURNAL OFFICE, LEWISTON.

# THE BATES STUDENT.

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## COMMERCE AND LIBERTY.

REVERENT truth is expressed in the somewhat irreverent maxim which enjoins us to give the devil his due. The justice of this maxim doubtless arises from the ignorance which men have fallen into as to the many transmigrations of his satanic majesty.

Liberty has more often than not been personated as the incarnation of evil; and yet the work of discrimination has been going on through the long generations, and history has gradually developed the fact that license is the enemy of liberty, while liberty itself contributes the choicest aspiration to human life.

The greater part of liberty is in the honesty of other people, and the greater part of the honesty of other people with which we come in contact is included in our commercial dealings with them. In other words honesty is founded upon commerce; rather commerce and honesty are synonymous terms, and liberty grows out of them.

Thus far in the lapses of time the English race is the race of commerce; and, as we all know, it is also the race of liberty. The French are keen observers, and it was Montesquieu who remarked of the Great Charta that "the English have made the protection of foreign merchants one of the articles of their national liberty." And a British writer, whose influence is great to-day, observed a hundred years ago that it was as England forsook her wars for the maintenance of her foreign possessions on the Continent, which possessions were lost

under Henry the Sixth, and devoted her attention to her maritime interests, that she began to flourish, and "became much more considerable in Europe than when her princes were possessed of a large territory, and her councils distracted by foreign interests."

There is beneficence as well as wealth in commerce, and that beneficence is inherent in commerce and more of a reality than what the teachers of morals are apt to suppose. The volume of modern commerce is so large, commercial relations have become so intricate, the problems to which they give rise are so complex, that the necessities of the case demand a height of honor and integrity such as has not before been witnessed since the world began. The system of credit which crops out in checks and notes and bills of exchange is alone ample proof of this proposition. The commerce of the United States is indicated by her exports and imports, which made a total of \$1,157,415,000 in 1879. The grain crop of 1879 alone amounted to 2,500,000,000 bushels, and the cotton crop for 1880 was more than 5,750,000 bales. Then the production of hay and fruit and garden stuff, of dairy products and live stock, of iron and coal and petroleum, of the precious metals, and of the hundred and one other natural products, as well as the whole catalogue of manufactured goods, makes a total whose bulk is simply amazing. It is stated that \$18,000,000,000 worth of commodities are



moved in the United States annually. Most of this is, of course, moved by rail. And this brings me to a question which bears on the topic as to whether or not there is a beneficent impulse inherent in commerce.

A New York merchant, who has paid a good deal of attention to the transportation problem, asks the significant question in the December *Scribner*: "Can Americans, whose forefathers abolished the law of primogeniture and entail to avoid the evils of vast accumulations of wealth in the hands of individuals, afford to leave unregulated new agencies far more potent to that end than any which were at that time dreamed of?" Mr. Thurber came to this question after considering the colossal fortunes amassed by railroad magnates during the last twenty years in this country. I think it is not a random assertion that the one prominent prospective danger which threatens the liberties of our country is the despotism of a railroad monarchy. A hundred thousand miles of railroads, representing a capital of \$5,000,000,000, retaining the ablest legal talent, becoming a controlling influence in courts and legislatures, and also entering the halls of Congress with no bashful face, forms a political power which may prove a despotism to take possession of a new world. The most ominous feature of the railroad question is the consolidating into few and fewer systems of all the lines of the country. To offset this menacing prospect we have the fact that the nature of commerce is alien to that of despotism, and that left to itself (as much as we can speak of a commerce being left to itself) it ever tends towards benefiting man.

The great volume of commerce, which is rapidly becoming larger and larger, can alone be carried on by means of great combinations which are so near the verge of, when they are not quite, great monopolies. Naturally the first thought of the

people is that these great combinations of capitalists connected with the railroad management must be broken up so as to prevent the amassing of fortunes by the railroad kings; and also that the people may have the benefit of the earnings of the roads in the reduction of rates. But what are the actual facts? The great consolidation which Commodore Vanderbilt effected reduced the charge on freight on the New York Central & Hudson River Railroad from \$2.38 per ton per mile in 1869 to 79 cents per ton per mile in 1879; and on the Lake Shore & Michigan Southern Railroad from \$1.50 per ton per mile in 1869 to 64 cents per ton per mile in 1879. The tendency for the last year or two towards combination has been exhibiting wonderful development; and yet the fact remains that the condensations of many smaller roads into a fewer larger systems is resulting in a material decrease of the rates charged. This is no place to enter into a discussion of this subject, and I will content myself by copying the following paragraph from an editorial in the "Investor's Supplement" to the *Commercial and Financial Chronicle*, of New York: "A greatly increased business, at a considerable lower average charge, is the characteristic feature of the situation, and this can not be too prominently or too often presented, for its bearings in every respect—financial, legislative, and economical—are of the first importance. Mr. Poor compares the operations of thirteen leading roads for 1873 and 1879, and finds that the miles of road operated increased 20.83 per cent., and the tonnage of freight increased 47.27 per cent.; but the receipts therefrom increased only 3.84 per cent. How plainly this statement shows the decrease in rates we need not urge. In case of these roads, in 1878, the average charge per ton per mile ranged from 73 cents to \$1.80; in 1879 from 64 cents to \$1.72; the average for the thirteen roads aggregated

was \$1.15 in 1878, and \$1.02 in 1879. These roads received in 1879 about one-fourth of all the railroad freight earnings in the United States; on the rates of 1873 they would have taken in \$230,000,000 instead of \$116,000,000; for the whole country the rates of 1873 would have taken in \$922,000,000 instead of \$386,500,000."

In the light of such figures as these the incidental gathering together of a few millions, through a series of years, by the chief men of the railroads, looks very insignificant in comparison with the saving which these same men have caused to the people of the country in the decrease of rates charged. Mr. Edward Atkinson has computed that a quarter of a ton of grain and meat, that constitutes the year's subsistence of an adult in Massachusetts, is brought a thousand miles at the measure of one day's wages of a common laborer. Mr. Atkinson also says in the same *Sunday Herald* (Boston) of last May, that "in respect to the railroad, it will be observed that the curve of the increase in the production of grain is almost coincident with the increase in the miles of the railroad. The great capitalists who control and extend these lines are the true communists—they reduce the cost of subsistence and bring about equality in consumption."

The problem to escape material harm from these great railroad capitalists seems to lie rather in restraining these combinations, in truly discriminating between the good and the bad combinations, and not in endeavors to outroot all great combinations. The work of legislators would seem to be that of physicians whose highest ambition is satisfied in aiding nature; for there certainly is a tendency in all disordered commerce to work out its own cure, but it is just as important that the legislature should do its part; though a small part, yet done in the right way, that small part may save disaster.

I have left myself no room to speak of

the many suggestive thoughts which arise in connection with the relation which commerce sustains to liberty. Examples are not wanting where repudiation and intolerance go hand in hand; where liberty and commerce and honesty are equally absent. But commerce is no insignificant factor in finding its way into those dark corners of our beloved country, and creating a sentiment of honor therein.

Perhaps the readers of the *STUDENT* will pardon me for touching thus briefly upon a theme which may not seem exactly fitting for the columns of a college magazine. My only excuse is that this is an age of commerce, and that the education which fails to take note of trade and its influences is an education which is partial in a significant sense. And to adapt a college education for those who are to follow a business life, as well as for those who are to enter a profession, would seem to be what an academical course should do. Does it do it at present?

E. A. S., '73.

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### MORNING BY THE SEA.

The larks that soar far out above the bay,  
The early morning songsters in the grove,  
Herald again the dawning of the day,  
With all their myriad joyous notes of love.

A crimson glow spreads up along the sky,  
A purple flush reflected from the hills away,  
The soft white clouds, that slowly drift on high,  
Are mirrored on the bosom of the bay.

The ships, with folded wings, at anchor ride,  
And calmly wait to catch the fav'ring breeze,  
Or outward drift upon the turning tide  
That bears them on their way to distant seas.

Now watch the crimson glow above the deep  
Melt into fire, and swiftly upward stream;  
See! See! a thousand shining lances leap  
Far up the Eastern sky with golden gleam.

Wide open Morning swings her gates of gold,  
With radiant smile she floods the landscape  
o'er;

The glow is caught, now all her charms behold  
Reflected back from hill and sea and shore.

In dazzling chariot now the god of light  
Begins his journey up the Eastern heaven;  
The immortal steeds mount up the glowing height  
By Phœbus' sovereign hand obedient driven.

From Natures' grand cathedral on the hill  
The wild-bird choirs send up their tuneful lays,  
The bells from distant spires peal forth until  
They wake the city with their deep-toned  
praise.

Once more we see the happy day begin,  
From cottage roof the blue smoke upward  
curls,  
With song the sailors wind their anchor in,  
The fisherman his snowy sail unfurls.

J. L. W.

#### THE STUDENT IN POLITICS.

IT is a favorite idea of the college student that when he goes out into the world he is going forth from the arsenal of his *Alma Mater*, well equipped with the weapons which shall aid him in immediately and easily taking a prominent position among his fellow-men in almost any department he shall choose. And of late years it has been the custom of college journals to assure their readers that the hope of the country in the future must rest upon its educated men. On the other hand in past times it has been claimed that literature is separate from politics, and that the student is more profitably employed in his library than in the political campaign.

Both of these statements are true. The time has been when a man, unless he were possessed of extraordinary powers of mind and body, could not well take a prominent position in both literature and politics. But the nineteenth century, among other revolutions, has overturned the facts upon which this fact rests. Before the year 1800 literary men who were great in

political affairs were the exception. Now they are the rule. More is required both of the scholar and of the politician than was deemed at all necessary one hundred years ago, and every year is more and more clearly demonstrating the fact that to be a complete politician, using the word in its better sense, one must be acquainted with books, and that under the system of free government, which is growing evenly with civilization, the true scholar cannot separate himself entirely from politics.

These statements are so plainly true that they go with the saying, and no long list of illustrations is necessary to prove them.

Glance at England's statesmen for the past century, and then open the pages of her great reviews and note the articles,—political, literary, historical, æsthetic, of every sort in fact,—contributed to their columns by the men who have stood forth as leaders in the politics of their time. That men of their positions should write such articles is a sure indication of a great change from the times before. The gulf between the former century and the present is broad and deep, and the space between any condition in our lives and the corresponding condition in the lives of our forefathers is great. But in nothing is the difference more apparent than in the condition of the scholar and statesman in times past and present;—their former almost necessary separation and their present almost necessary union. This may be attributed, nay, must be, to innumerable causes, but principally, I think, to two,—the growth of constitutional government and the effect of labor-saving machines in the increased facilities for acquiring knowledge.

Let us notice England, as the nation whose history in many respects affords us the best example. Constitutional government, which is the pride of the



Englishman, and the *sine qua non* of the American, undoubtedly is not entirely a growth of the nineteenth century. The germs of it existed as far back as the traditional age of England, nay, according to Taine's theory, which he uses as the key to his whole brilliant work on English Literature, they may be found away back among the barbarians who were the forefathers of the present Englishman, and in whose sturdy, courageous, simple characters were elements which must, in England's climate and position, develop a government such as she now possesses. However true or false the theory may be, it does not concern us now. It is certain that the germ of this form of government was planted long centuries ago; that it had developed a vigorous strength when John signed *Magna Charter*; that Cromwell found the trunk strong enough to bear up against a tyranny supported by the traditions and fealty of many generations; and that it was ready to burst into blossom when James the Second was declared to have forfeited the throne of England, and first a constitution was declared for Englishmen.

But it has remained for the nineteenth century to see the fruit of this long growth. And a part of the fruit is that scholarship and statesmanship are no longer separated in the minds of men. That constitutional government and literary statesmen are related to each other, as cause and effect, I hold to be undeniable. Where power is arbitrary, and is located in a king who may raise or depress at his will, the effect on men is that as a rule the one who wishes to succeed will find that by accommodating himself to the opinions and needs of his royal master, a more certain road opens to him to success than in any other way; and to please one man, even if he is a king, or perhaps, as has often been the case, to please a king's mistress, does not necessarily imply great intellectual power

or acquirements. A fine voice may charm away a province when it lies in one person to grant the province; a pleasing manner with a bold and commanding spirit may make of a great king a mere tool for costly pleasures, which an oppressed kingdom pays for. Wolseys and Buckinghams are not uncommon figures in history. But to command the wills of millions of people requires something more than ready wit and courtly manners.

But though a constitutional government was nominally established, it was not till a century or more afterwards that England could feel sure of the ground she was standing on. The breach between Whigs and Tories in those days was of far greater extent than is the difference of belief that now separates Conservatives and Liberals. Then, it was a contest between parties for different forms of government; now, it is to determine only in what directions and how the government shall grow. Then, the one man power was plainly to be felt; now, it is the will of the many that controls.

The effect of all this on the scholar and statesman is plain. The man now who can best meet the demands of the people, is the man who is most sure of success. And one of the demands of this century is intellectual acquirement. It is a necessity. The maxim has been sneered at and derided, but it is an almost axiomatic truth that "knowledge is power." Of two men equally gifted by nature, the one learned, the other comparatively unlearned, he who can call to his aid the wisdom, the experience, the methods of thought and action of generations before him, is certain to outstrip the other in the race for advancement. This is true in every department, and is just as true in politics. The man who lacks this high intellectual culture and power may be successful to a certain extent,—just so far as his *personal* influence can reach; but if he aims at higher



things, as a rule he must take the wall and give way to some man with, perhaps, less natural ability, but who knows more. And he will always find men who know more, for such men seek their rewards under free governments; and where prizes are open, contestants are never wanting. Take the leaders of the three great Republics of the world, Gladstone (for I reckon England a Republic in every thing but the name), Gambetta, and Garfield,—they are acknowledged leaders of men, and they have won and hold their places by the power of their intellects.

It is hard to exaggerate the effect of constitutional government in producing such results. But with this cause I must join the other which I have mentioned, and that is, labor and time-saving machines.

It would be curious, did time and space permit, to trace out the inter-dependence of government and labor-saving machines, for there is certainly a logical and apparent connection between the two.

It is difficult to estimate the effect that the steam engine has had upon political economy. We are accustomed to pride ourselves upon our advances in a material way. We use the telegraph and wonder how our fathers ever existed so long without it. We look into our vast factories and machine shops and see great masses moving with an accuracy and effectiveness that seem to belong only to a reasoning being, and we think with pity of the ones before us who had to do all these things by hand, and even then could not accomplish a tithe of the labor that these machines perform.

But one is apt to overlook the greatest gain which these things have given to the world. It is not alone in the number of yards of cotton manufactured, and the increased business done, that their value is to be traced. Wonderful as has been their effect on the world of matter, it has been even greater on the intellectual world.

Think of it. Every one of the labor-

saving machines has saved time, and time is more precious to man than any commodity in all the thousand and one articles which busy commerce transports from place to place. Who can estimate the time saved by our railroads? When our government was established it took weeks for Congressmen to reach the capital from the more remote colonies. Now California can send her Representative clear across the continent in a day or two. Now add to the railroad the myriad other contrivances that save the time of mankind, and multiply the sum by the countless daily savings of each one of these machines, and the additional amount of time left to the world is enormous—inconceivable.

What becomes of this time saved? It is applied to new work, say you? True, but to a higher class of work. It increases the class of men who are able to live without continuous manual labor. While accomplishing greater results, it has shortened the hours of the operatives from twelve or fourteen hours a day to nine or ten. It gives these same operatives a chance to spend this extra time in rest, in mental culture, or in earning more money, which is simply storing up leisure for the future, either for themselves or for somebody else.

The result on our civilization is apparent, though I believe that the credit is rarely given where it belongs. Compare now our civilization with that of past ages, and how does it differ? We cannot claim to be much ahead of the ancients in a mere literary point of view. We may still look to their writings for masterpieces of eloquence, poetry, and philosophy. But we differ from them essentially in the agents who produce our literature.

Until the present century it has been the few to whom the stored up wealth, or its equivalent, time, of former generations gave the opportunity to follow literary

pursuits, who have, for the most part, furnished the literary work of the world. The lower classes of society formerly held the place that our machines now do. They had no time, no means, to cultivate their higher faculties. It was a constant, daily struggle for existence. Of course, such is often the case now. We shall not see toil and poverty removed from the world till the golden age of the millennium shall come. But the time is past when there is no hope, because there is no time, for the laboring man to better his condition,—and he is constantly doing so. We may well lament the lack of education, which is, indeed, widely prevalent. But it is a significant fact that our schools and colleges are growing at least equally with our other institutions.

In the last decade our population increased about 30 per cent. In seven years, from 1870 to 1877, our colleges increased from 266 to 371, or about 31 per cent. Add to this the fact that our colleges have been steadily raising their standard of requirements, and that the qualifications that would admit a man to Harvard fifty years ago, would now hardly pass him into the second year of an ordinary fitting school, the effect of which is, that what amounted to a fair college education of half a century ago is now oftentimes attained by men who never entered a college.

But how does this affect the matter of the student in politics? Let us see. If what has been said is true, it has much pertinency. If it is a fact that in our time and our government there is a demand for educated and intellectual men, then these matters are worth consideration by every student. Our government is a government "of the people, by the people, and for the people." It is the duty of every man, student or not, as a citizen, to care for its interests and as far as his influence goes, to make it successful. But it is especially the duty of the student, because,

since the field of true statesmanship which lies open before him, affords ample scope and reward for the exercise of his intellectual abilities, he has a special inducement to turn his attention thither. And if the student has made good use of his opportunities, he may expect to succeed. But if he has not, he will be surprised to find how quickly men who have no such chances as himself will leave him behind.

There are, it seems to me, some glaring defects in our college system, in its methods of preparing men for life. No man who attends to his business can go through college at present without getting good mind discipline. The course which he must pursue cares well for that. And I appreciate the fact that everything cannot be crowded into a course of four years, and the other fact that the true purpose of a college course must be rather to create mental activity, accuracy, and grasp than to supply a man with a stock of knowledge which shall suffice to carry him with ease and comfort through the rest of his life.

But a college course, in attaining these ends, should not withdraw the student entirely from the active life in which he must mingle when he leaves his *Alma Mater*. Now, for illustration, no student can graduate from college without more or less knowledge of mathematics, but he may and often does leave it with no practical knowledge of his country's history. You say he may read it if he chooses, and is to be expected to do so of his own accord. Granted, but he doesn't do it just the same.

The writer had occasion to read some time since Bancroft's and Hildreth's Histories of the United States, from our college library, and though they were not by any means new books, yet, sad to relate, there were plenty of uncut leaves. And yet these are standard works,—are almost necessary to an understanding of United States history,—are a key to American politics,

and to human nature acting in the planes to which many a student desires to ascend? Why are they not read? I believe it is safe to say that they would be if students were led to them, for they are in themselves their own reward. But many a student reads history only when he has an essay to write, and just enough of it to fill out his required number of words. This is "putting it strong, yet I state but the facts"; and I know them to be true, for I have not only observed them of others, but have studied history in just that same way.

But the student must take all this, as many other things, after he leaves college! He may do it if he will. Undoubtedly almost every one could do it. But striking into reading history without any particular taste for it, natural or acquired, is much like taking a plunge into cold water. Other folks may enjoy it, and get good from it, but the nerves shrink from it, and unless the necessity is strong, one is likely to compromise the matter of the cold bath by adding some warm water and the matter of history by substituting fiction or business or pleasure.

History is only one thing. There are others which might be alluded to did space permit. The student who enters into politics has an advantage over other men. He has an intellect which has passed through years of training tending to develop his reasoning powers. But at the present and in the future much will be demanded of the one who is to succeed—more than in the past. For students have ceased to be an exceptional class, and thousands every year are leaving their *Alma Maters* all over our country and starting into the race for success. The man who is to take the prizes in this crowd of competitors must be well equipped with the bone and sinew

which intellect and education alone can supply. The time is past when one can reasonably hope to compete with the men with whom he will be matched, without this equipment.

The field of politics, then, is open to the scholar, and furnishes ample range for the exercise of his powers, and ample rewards for his labors. But he must remember that while the field has been widening year by year, the requirements which success demands before it surrenders itself, have been growing also, and that the statesman, the politician, in this age must be a fuller man, a broader man, a better informed man, than the great leaders of the last century. O.

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#### A PARODY.

Maud Muller on a winter's day,  
Went out on the ice to play.

Beneath her Derby gleamed her locks  
Of red banded hair, and her crimson socks.

She straddled about from ten till two,  
And then a hole in the ice fell through.

On the bottom of the pond she sat,  
As wet and as mad as a half-drowned rat.

A man with a hickory pole went there,  
And fished her out with her auburn hair.

And her mother is said to have thumped her  
well,  
Though just how hard Miss Maud won't tell,

And hung her over a stove-pipe to dry,  
With a thumb in her mouth and fist in her eye.

Alas! for the maiden; alas! for the hole,  
And 'rah for the man with a hickory pole.

—Ex.



## EDITORS' PORTFOLIO.

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FRANK L. BLANCHARD ..... Editor in Chief.  
WALTER S. HOYT,  
    Personals and Correspondence.  
S. ARTHUR LOWELL ..... Literary.  
WILLIAM H. COGSWELL, } ..... Local.  
EDMUND R. RICHARDS, }  
CHALMERS H. LIBBY ..... Business Manager.

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THE editorial card for 1881 will be found at the head of this column. We do not deem it necessary in this, the first issue under the new management, to make any extended introductory remarks. Perhaps it will be well enough to state, however, that we do not believe the *STUDENT* has yet reached high water mark in the world of college journalism. For this reason, if for no other, we shall strive to do what we can to make it a better representative of life and thought at Bates. It is our intention to present a greater variety in the articles published than has heretofore been found in these columns.

We have made arrangements for a number of sketches, stories, and miscellaneous articles which, we think, will prove more attractive to the students and alumni than the usual crop of essays, Junior parts, etc. The editorials besides treating of matters connected with the college will occasionally discuss some of the more important educational topics of the day. The exchange department will be conducted in the same liberal spirit which has marked its course from the beginning. In order to carry out our plans for the coming year it will be necessary that we have the hearty co-operation of our college men. The latch string to the door of our sanctum will always hang within the reach of those who wish to assist us, either by literary contributions, or cash.

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There is a vastly greater duty devolving upon upper-classmen, especially in a young

institution which, in a large measure, has a reputation yet to make, than would appear at a single thought. By them, in no very limited degree, is the feeling of lower classes toward an institution governed, and their attitude toward instructors molded. They have passed the half-way mark in the course, and are consequently supposed to be cognizant with the virtues and failings, more especially the latter, which are peculiar to the college and its officers. Their opinion of a college law or a Faculty mandate must necessarily have large influence with members of a lower class not yet familiar with many things pertaining to college life in its various phases. How often during the Freshman and early part of the Sophomore year does every student, in considering what his course shall be upon some question arising upon a matter of common interest, ask the question, "How are the upper classes preparing to act upon this subject?" And it is almost invariably the case that when the decision of the upper classes becomes known, the lower classes govern their own action accordingly. College students do not always follow too closely that great principle of common justice, that "every man is innocent until proven guilty." They are altogether too apt to allow their better and clearer judgment to be biased. A Freshman is apt to think that an instructor or a regulation which is unpopular with those criterions in college life, the members of the Senior class, must necessarily be unpopular with him, forgetting that a fair investigation might place the fault upon the class rather than upon the regulation or instructor.

Such being the case, it would seem fitting that the members of these two classes particularly should cultivate a respect for their *Alma Mater*, and give expression, on

all proper occasions, to kindly rather than hostile sentiments toward the institution with which they are allied. Our own college is at this time laboring under financial difficulties, a costly law suit on its hands, and now, if ever, needs the cordial support of all its undergraduates as well as its alumni. Pecuniary assistance of course is impossible, but at least all can give cordial and zealous support to the executive officers and Faculty of the college in their endeavors to place the affairs of the institution upon a firm and permanent footing. Of course there are many things which it would be desirable to change, and many more are lacking, but now is not the time to seek a remedy. Every friend of the college is hoping that a just court will compel the execution of the will of Mr. Bates in its true sense and intent. If such be the issue, then let each student believe that failings and abuses, if such exist, will be remedied. Until that time it is but justice that each class should extend to each incoming class a friendly hand, covering the faults of the college with charity, exerting thereby an influence favorable to the institution in all its workings.

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That we, as students, fail in taking the daily exercise required for perfect health, is self-evident. An eminent hygienist recommends four hours of muscular labor, or its equivalent in some sort of exercise, for those engaged in sedentary pursuits. Comparing this statement of what ought to be, with what exists in many educational institutions of the country, we find there is a deficiency—arising in part from indolent habits, and perhaps thoughtlessness. But this requirement of four hours may seem more than is absolutely necessary. Admitting it for the moment to be so, and diminishing it one-half, we venture the statement that not more than one-quarter of our students meet even this

diminished requirement; perhaps they may in summer, but not in winter.

The benefits of regular physical exercise are familiar to any intelligent person who has given the subject consideration. He is, moreover, aware of the dependence of the mind's power and activity upon the condition of the body; he also knows that a man with a large intellectual capacity should have a healthy, physical organization to sustain and balance it; and that a man having a brain capacity proportionally large in respect to his body, should devote more care to his physical condition than a man whose brain capacity is proportionally smaller. It is said that if the sea were always calm, its inhabitants would suffocate; so it is with the mind of the student, when there is a lack of bodily exercise. By as much, therefore, as we consider the pursuit of knowledge a useful and dignifying employment, by so much must we consider health valuable.

It is a fact that students who give too much attention to athletics, are not scholarly, and the truth of this statement is derived not only from observation but from logical reasoning. But at the same time, this lack of scholarship is not attributable to the "muscle" which its possessor has, but rather to the distractions of mind which said "muscle" causes. Strong men are more liable to excess in muscular efforts than weak men. Hence it is that too much time is devoted to baseball, boating, etc., by some, while exercise is entirely disregarded by others. As a result, some leave college strong in body but weak in mind; others strong in mind but weak in body. Either case is as lamentable as the other. A graduate should be strong both in mind and body, and he will be so if in his course he has combined hard study with abundant exercise.

The rivalry in athletic sports existing among colleges, draws more or less at-

tention to the subject of "muscular scholarship." Many believe that precious time is spent in sports, thus proving detrimental to college work; others have a contrary belief. No doubt there are extremists on both sides of the question; but by considering these different views candidly, every student, knowing his own duties and needs better than we can tell him, can best establish for himself a systematic routine of labor and study.

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In a former number of the *STUDENT* there appeared an article beginning thus: "What is the use of this study? I cannot master it; why then waste my time upon it? I shall never teach it; I shall never make it a specialty; I can never excel in this branch. Why, then, spend so many hours in trying to accomplish what I am confident I shall never make use of after I get outside college walls?" Expressions like these, the writer affirmed, were too often heard among our students. We do not differ from him in the opinion that some benefit might accrue from each of the studies in our curriculum, yet we do think that the interrogatory, with which the article began, expresses a need greatly felt at Bates,—namely, elective studies.

There are branches of study which some would like to pursue longer than the time now allotted to them. Take Greek, Latin, and the Modern Languages as studies of this class. There are many students who would desire to take these branches a year or two longer than our present course provides. But as a student can elect no substitute for a study that is distasteful to him, he is obliged to worry through as best he can. Now as we have learned by experience that it is almost impossible for a man to do justice to a study he detests, we ask if it is not presumption to expect students to do conscientious work in such studies? Were our students allowed to elect a part of

their studies, we think this difficulty would be avoided. Certainly there would be better work done by men who are now called lazy and dull in some of the higher branches of mathematics.

We are well aware that in order to introduce electives, more professors must be employed. We are also well aware that our financial condition is not very flattering, but we do hope that the day is not far distant when the college pocket-book will warrant the introduction of electives at Bates.

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During the last few days of the fall term, the examinations were the principal subjects for thought and consideration; and while some, after the ordeal had passed, breathed more easily, others became painfully aware that a vacation, not as they had anticipated of pleasure and rest, but of tiresome study, was before them. "Well, what did you think of the examinations?" was a very common question, and the answer, "They were very fair only they didn't give us time enough," was equally common. Now we do not wish to criticise the action of the Faculty with any fault-finding spirit, but we desire to call their attention to a subject of great importance to many of the students. We believe that the time allotted for writing our examinations should not be limited. There may be time enough now for those who are quick, but that doesn't make it any more consoling for those who are not thus favored by nature. So long as classes are made up of dull scholars, as well as apt, so long will this limitation of time bear heavily upon many. The Faculty will doubtless admit that slowness of speech does not necessarily prove ignorance any more than rapidity of expression always indicates profundity of knowledge. Indeed, is it not true that some of our very best scholars are unable to express themselves unless considerable time



is allowed them? Under the present system is it not true that many men who have studied faithfully and thoroughly through the term, produce discreditable papers at the examination *for lack of time*?

Thus this limitation precludes to many all hope of distinction in their classes and throws a "wet blanket" over their ambition. Does it pay to discourage such men unnecessarily? Is it not damaging to the cause of good scholarship, to say nothing of the desirability of according justice to every man?

We do not at this time criticise in any respect the length or nature of the examinations. No doubt our professors intend to make them reasonable in length; and as to the nature of the questions, they are generally fair. Granting the right of the Faculty to decide upon the number and the nature of the questions, will they not allow us to take what time we need in answering them? Of course it stands to common sense that a man will get through as soon as possible. If it was any particular advantage to the Faculty to limit our time, there might be some excuse. But that can hardly be, for our professors, to a man, seem perfectly willing to spend a great deal of time, and put themselves to considerable trouble, when asked to do so by a student. Now, since the present system is clearly of no advantage to the Faculty, and as clearly a positive disadvantage to the students, can there be any propriety in further delaying the change so earnestly called for by those interested?

The *Acta Columbiana*, in its issue of December 24th, extends an invitation to the representatives of twenty-three college papers to meet at New Haven, April 15th, 1881, to form an Inter-Collegiate Press Association. The object of this association is stated in the call, as follows: "Its chief ends will be to build up a social and quasi-professional friendship among the

different editors, and to increase as much as may be possible the present efficiency of the college press—having due regard to local demands and differences."

No one who has watched the rapid growth of college journalism will deny the practicability of such an organization. The day has long since passed by when college papers were few in number and insipid in quality. To-day there is not a literary institution of any positive merit in the United States but has its periodical. Those published by colleges are, in most cases, conducted by men of marked ability. If this is true, what a great advantage it would be for the representatives of such papers to meet together, socially, to develop a friendly interest in each other; professionally, to discuss the best methods of advancing the welfare of the college press of America. It is not stated whether all colleges are to be admitted to the above association. We presume, however, that such is the intention of the originators of the plan.

Among the many good counsels given us by our learned instructors, we believe we have never heard "thinking" suggested as a means of disciplining the mind. There is discipline in the study of calculus; no doubt about that. There would also be discipline in memorizing Webster's Unabridged, and after the feat was accomplished, a discipline emulated by everybody, equalled by few and excelled by none, would be acquired; and besides the mere discipline, a fellow would get a pretty good idea of the meaning of words. But time is precious, and it is every one's duty to improve it in the most economical way. Life is too short to study anything for discipline only, when there are so many things the study of which insures both discipline and knowledge.

When we consider that the act of learn-

ing is merely repetition, either oral or mental, we naturally try to determine in our own mind the best method of securing it. In our opinion, that method is thought. Every useful fact is soon forgotten unless brought repeatedly before the mind's attention. How often the remark is made: "Mr. X—— can't learn anything. It all goes in at one ear and runs out at the other." Mr. X—— is certainly unfortunate. His complaint is considered hereditary and beyond the range of any known remedy. He is pitied by his friends, and "ground" by his merciless professor. Now, the prime difficulty with X——, is *thoughtlessness*; the prime remedy, is *thoughtfulness*.

### LOCALS.

Oh, how lonesome it seems.

Prof. Angell has not yet returned.

Students are about as scarce as hen's teeth.

Some of the Seniors are striking out full beards.

The snow plow no longer breaks out our paths.

Sophomores are not numerous enough to cut up shines.

Schoolmasters, how do you like warming up spare beds?

Prof. Angell's father is very sick at his residence in Providence, R. I.

Skill manipulates the snow shovel and broom, and tugs at the bell rope.

A larger per cent. of the students are teaching this winter than ever before.

As indigent students walk down town they quietly laugh in their sleeves to think how indignant some men would be in a little while if they would only pile their wood on the campus.

'84 has two new members, Mr. Tiffany of New York, and Mr. Wilson of Harper's Ferry, West Virginia.

It is pretty hard to get up much enthusiasm in the gymnasium when the *lignum-vitæ* balls of the bowling alley are frozen solid.

The first day of the present term there were six Seniors, three Juniors, four Sophomores, and seven Freshmen at prayers.

First Senior—"Why, Mr. X., what's the matter with the right side of your moustache?" Second Senior—"Best girl's been chewing it."

The exchange editor wishes to state that students desiring to examine the exchanges, after he is through with them, will be accommodated on application.

Prof. Stanton offered a prize, last term, to the Sophomore who should find twelve of the winter birds, before spring. We learn of two, at least, who have found the required number.

After a student has made a clean flunk, and the professor asks: "Mr. A., have you looked at this lesson?" the poor fellow begins to wonder if there is any place in this world where life is never a burden.

First Soph.—"Don't you think Mr. Z. would make a better professor than minister?" Second Soph.—"He won't do for either. He isn't honest enough for a minister, and is too honest for a good college professor."

We wish to call the attention of the students to the business houses whose advertisements are found in the present number. Every firm here represented is reliable and should receive the hearty support of the gentlemen of the college. So long as our merchants are willing to assist us, so long ought we to show them by our patronage that we appreciate the favor.

Times have changed in Parker Hall. An eye witness thus describes a scene he once saw there :

"To arms! to arms! My braves!" he cried,  
And round him rallied heroes tried.  
"On! on! my braves!" and through the hall  
With loud resounding echoes fall  
The steps of warriors four by four.  
They charge and crush—ye Gods!—a door.

The bowling alley is out of repair, at least it was at the close of last term. In short, it needs repairing; it needs a new alley made for it. Surely, the physical vigor of one hundred and twenty-five students ought not to languish for the lack of a little filthy lucre, rightly and judiciously expended.

A better feeling in regard to co-education is noticeable since the number of our lady students has increased. Especially is this the case among a few individual students. May the causes of this healthy change of opinion continue to increase until every gentleman can say he takes an "unusual personal interest" in co-education.

We wish to call the attention of our readers to the article "Commerce and Liberty," by Edwin A. Smith, which appears in this number. The writer points out the dangers which are sure to threaten us if railroad monopolies are to be tolerated in this country. The article is well written and deserves the careful perusal of every student.

Prof. S. and a theologian came up from Brunswick on the same train. When the cars arrived at the Chestnut Street crossing both desired to leave the train. The theologian jumped from the platform and landed safely on *terra firma*. The professor, not calculating the distance accurately enough, landed in the middle of a big snow drift. "Well—I—guess—I—held—on—too—long," said he as he wriggled out of the snow bank.

One morning last term, even before the crow cawed, a student was heard shamb-

ling through Parker Hall and singing, "Oh! how I love to sing to you." Whether there was anybody who loved to hear him sing, we are not prepared to state, but we do feel confident in stating that there were at least forty boys who prayed about that time that he might be afflicted with an incurable case of lockjaw.

Some of the denizens of Parker Hall have been talking about fitting up a private bathing room in one of the unoccupied rooms, with the consent of the Faculty. If every one in the building would go in and share equally in the expense, a good and convenient addition to our comforts of life could be had at a comparatively small cost.

What a blessing is sociability! It is an oasis in this desert of college life. How it melts the heart to have a beloved classmate quietly burst into your room without rapping, nonchalantly flop into the best chair, familiarly put his feet against the top of the stove with an energy sufficient to disjoin the funnel, carelessly tip his cap on the crown of his head, complacently roll his quid from cheek to cheek, patronizingly eject the "expressed juice of the weed nicotian" in the direction of the coal-hod, and demurely ask: "Got any tabac in your pants?"

How sublime it is to stand by the garden gate and look off into the clear expanse above,—into the blue arch of heaven studded with highly glistening gems, to ponder upon this wonderful work of the creator, and compare its vastness and magnificence with the greatest of men's work, to feel all those powerful emotions usually experienced when in the presence of an overpowering scene of towering sublimity, and then to hear through the pervading stillness a tender voice, as if wafted from the region of the spheres: "George, how rough your upper lip is!"



"Shine yer boots, sir," said a boot-black to a gentleman who was hurrying down town the other morning. "Haven't time," was the curt reply. "Better stop," urged the grinning urchin, "guess I kin shine an acre an hour an' have 'em all done by sunset."

### PERSONALS.

[Persons possessing information of interest in regard to the whereabouts or positions of the Alumni, will oblige by forwarding the same to the Editors.—EDS.]

'74.—A. J. Eastman is preaching at Worcester, Mass. We understand he is having great success in his labors there.

'75.—J. R. Brackett is Superintendent of Schools and Principal of the High School, at Montpelier, Vermont.

'76.—W. H. Merryman is pastor of the Free Baptist Church at Poland, N. Y.

'76.—G. F. Adams is meeting with good success as a physician, in Vermont.

'76.—H. Woodbury is again teaching in Baring High School.

'76.—Rev. A. L. Morey, we are glad to learn, is recovering from his severe attack of diphtheria.

'79.—R. F. Jonhonnott is teaching the High School at North Auburn.

### EXCHANGES.

As we take our seat in the exchange editor's chair,—which, in theory, is beautifully upholstered in velvet, with silk trimmings, but in practice a rather shaky cane-seated affair, built when our grandfather was young,—we cannot but look with pity upon those who are deprived of the honor which Fortune has conferred upon us. To sit here in our sanctum and watch the growth and development of two or three hundred colleges and institutions of learning; to place your finger on the pulse of buoyant, energetic youth and note the health

or disease of student life throughout the United States, is a privilege which very few are accorded during life. And yet in spite of our favored position we do not feel puffed up with pride. We shall continue to associate with our friends just as if Olymian Jove had not vested us with the authority of chief scribe. At times we shall be pleased to test the quality of the choice Havanas or fragrant cigarettes with which editors are supplied by enterprising advertisers.

As we look over the long list of our exchanges, and realize something of the task we have undertaken, our heart almost sinks within us, but as we do not believe in making back tracks in anything, we shall do the very best we can in this department of the *STUDENT*. We do not intend to use literary soft soap in our treatment of the productions of others, but plain, forcible English. True merit will always be appreciated and slovenly work condemned wherever found. With these thoughts in mind we take up our pen, dip it in the ink and proceed to a chat with our exchanges.

Here is the *Chronicle*, published by the students of the University of Michigan. It comes to us from a State which a few score of years ago was on the frontier of civilization in the western world. Then the woodman's ax resounded from the hills and valleys now teeming with a multitude of cities and villages. But the schoolmaster was abroad, even in those days. A log cabin, fitted up with half-split logs for seats, a three-legged stool for the master, and a bunch of birch switches, was considered a well-furnished temple of learning. To-day no less than eighty colleges are scattered over the country lying between us and Michigan. After due comparison with other papers, we have concluded that in point of literary merit the *Chronicle* is the ablest representative of college journalism in the West. The edi-

torials are short and to the point. In the last number received, the poem entitled "Winter" implies that the writer has no fears of frost-bitten ears, cold beds, and all the discomfitures of Arctic weather so long as his Mary Ann smiles benignantly upon him. This is the way he writes:

- "I glory in thy wildest rage  
And bid thy powers defiance;  
Exult, when 'round me tempests wage  
Fierce battles as of giants.
- "For in my heart, Spring, bathed in light  
From Love's sun shed, is dwelling,  
And Hope, with Summer's promise bright,  
Of joy fulfilled is telling.
- "And could I see in two dark eyes  
Of endless depth, love gleaming,  
And see reflected paradise  
In one sweet smile soft beaming,
- "Then Heaven itself were here below,  
And, Winter, all thy powers,  
Might snow and bluster, freeze and blow,  
For golden were the hours."

From the article, "Some Definitions of Education," we clip the following sensible thoughts:

"Too many look at education too much as an average American does at his breakfast; something to be gulped down in the shortest possible order before proceeding to real work."

"He who *merely* lives thoughtful, earnest and wide-awake, must become in some measure educated. He who expects to *sleep* under classic walls and become cultured by some encrusting process will wake some day to find himself buried deep in the leaves and litter that come with changing years."

The local departments are always full of matter interesting to college students, if not to the outside world.

One of the finest periodicals, typographically speaking, we have ever seen is the *Williams Athenæum*. It is printed on heavy paper, in large, full type, and is in every respect a credit to its publishers. The literary departments are not as full as they ought to be. The editorial department contains some sensible remarks about social culture, while in college:

"It is the custom of many to go through their four years' course having only a pass-

ing acquaintance with most of their classmates. They spend a good deal of their time in their own rooms, and when a friendly tap is heard at their door, they generally answer, "busy." They go off alone on their walks, and if, during some exciting game of ball, they appear on the campus, it is always with a book in their hand. Nor can they afford to lose time while waiting for the distribution of the mail, so they poke a ten-cent edition of Shakespeare under their nose. Such men may be "bright and shining lights," but they don't give forth heat enough to warm any one but themselves."

The *Archangel*, published by the students of St. Michael's College, Oregon, is the only exchange we have yet received from the Pacific Coast. Its columns are nearly all filled with short school-boy essays, which, although exhibiting some talent, are on the whole too puerile to be found in a college paper.

We have received *Vick's Floral Guide* for 1881 from the veteran seedsman, James Vick of Rochester, N. Y. To say that the book is a good one and no more would be doing an injustice to the publisher. In our opinion, the present issue is far superior to anything of the kind that has yet appeared. The ladies will be more anxious than ever to send for some of the seeds for which Vick has grown so famous.

We acknowledge the receipt of the following exchanges: *Vassar Miscellany*, *Oberlin Review*, *Lasell Leaves*, *Harvard Advocate*, *College Herald*, *Harvard Daily Echo*, *College Journal*, *College Mercury*, *Yale Record*, *Kenyon Advocate*, *Amherst Student*, *Reveille*, *Southern Collegian*, *Undergraduate*, *Berkeleyan*, *Brunonian*, *Arcadian Athenæum*, *Trinity Tablet*, *Concordiensis*, *Tripod*, *Niagara Index*, *College Courier*, *Independent*, *Washington Jeffersonian*, *Lantern*, *Hesperian Student*, *University Press*, *Colby Echo*, *Wabash*, *Sunbeam*, *Acta Columbiana*, *Collegian* and *Neoterian*.

Miscellaneous: *Texas Sun*, *Vick's Illustrated Floral Guide*, *Agents Herald*.

## COLLEGE WORLD.

Princeton is to have a new chapel, to cost over \$80,000.

There are 170 colleges in the United States where both sexes are admitted as students.

The *Harvard Register* has been a financial failure, and there is a prospect of its being discontinued.

The graduating class at Middlebury College are obliged to foot the bills for the annual Alumni dinner.

With the death of the *Harvard Lampoon*, the *St. Louis Student Life* and the *Columbia Spectator* remain the only two illustrated college papers in this country.

The immortal seven co-ed's at Wesleyan formed a secret society last week, called Sigma Pi. It is rumored that they intend to make things lively for the fair Freshwomen of '85.

At Vassar a committee has been appointed to compile a song book, and a tax of two cents a week is levied on each member of the Senior class to supply the parlor with flowers.

The Yale Alumni of New York held a jubilee in that city recently. Some of the men were dressed to represent the peculiarities of the Faculty. Dignified lawyers and doctors participated in this festival of fun.

Williams College eating club makes the following offer: Four dollars to the man who can eat the most apples in two hours; one dollar to the second; entrance fee, thirty-five cents. Good apples furnished, and a band of music.—*Ex.*

The German universities certainly believe in developing stomach capacity, whether the brain is cultured or not. The Leipzig students, numbering 35,000, consume 105,000 gallons of beer a day, or three gallons per capita.—*Ex.*

Harvard Freshmen must now get 40 per cent. in their studies to save a condition, instead of 33½ as heretofore.

Bowdoin comes in for a share this time. Mrs. Stone, of Malden, has given an additional \$5,000 to repair the foundation of Memorial Hall; Mr. Mackay, the bonanza king of San Francisco, has given \$50,000 to found a scholarship; a wealthy gentleman, of Philadelphia, has also given \$50,000.

The following endowments have been made recently: Lafayette College, \$10,000; Bowdoin, \$15,000; Williams, \$20,000; Rochester, \$25,000; Syracuse University, \$30,000; Dartmouth, \$50,000; Wesleyan, \$50,000; Amherst, \$106,000; Oberlin, \$157,000; Sydney, \$500,000; Yale, \$1,000,000; Princeton, \$1,200,000.—*University Press.*

The *Ædipus Tyrannus* is to be produced at Harvard next spring. The following is the assignment of parts; *Ædipus*, Mr. Geo. Riddle; *Tocasta*, Mr. L. E. Opdyke; *L. S. Priest*, Mr. W. H. Manning, '82; *Creon*, Mr. J. H. Adams, '81; *Teiresias*, Mr. C. Guild, '81; *Messenger*, Mr. O. Wister, '82; *Servant of Laios*, Mr. G. M. Lane, '81; *Messenger from Within*, Mr. A. W. Roberts, '81.

The 600 Harvard students who board at Memorial Hall, employ 96 persons to prepare their meals. The soup kettle holds 220 gallons, the oat meal kettle 31 gallons, and that for the cracked wheat 45 gallons. The great range is 25 feet long, while the great charcoal grate will easily broil steak for 650 men. But the most astounding parts of the culinary arrangements are the two great ovens, one for baking meat and the other for bread and pies. The first will cook at one time 2,000 pounds of meat and the other 250 pies. About 90 loaves of graham and 75 loaves of white bread are consumed daily. The expense to each student is about \$4.75 per week.—*Ex.*



## CLIPPINGS.

A gambler says: "The only hand in this world which blesses those who grasp it is a full hand."

Recitation in Greek. Mr. R——s —  
"Then they were seen carrying off the dead corpses of each other."

"Late to bed and early to rise weakens the stomach, the brain, and the eyes."—*Prof. Wilder, in "Health Notes."*

"Early to ryes and late to bed makes a man's nose a cardinal red."—*Ex.*

Scene—Young Ladies' Boarding School.  
Prof.—"What can you tell of Pluto?"  
Miss D.—"He was the son of Satan and when his father died he gave him Hell."—*Ex.*

Remarkable instance of precocity. Student in Latin, translating—"Socrates, on the first day of his life, discoursed at length on the immortality of the soul." Sensation.—*Lasell Leaves.*

Senior asks Professor a very profound question. Prof.—"Mr. W——, a fool can ask a question that ten wise men could not answer." Senior—"Then, I suppose that's why so many of us flunk."—*Ex.*

A Sophomore who had written three and a half pages on "Spurious Discourse," said: "If the gentleman who corrects this doesn't swear before he's through with it, he is a man with no spirit."—*Mercury.*

Said an eloquent speaker, in one of the college literary societies: "In America, where a wood-chopper may become President, none of us boys need despair of becoming men and women of renown."—*Coll. Herald.*

Freshman—"Say, Tom, I wish I was a Sophomore." Sophomore—"Why so?" Fresh—"Because then I could raise some siders." Soph—"Why, you fool! if you only tried you could raise better ones now than I can." Fresh—"No I couldn't." Soph—"Why not?" Fresh—"Because if

I tried, I am afraid I'd have them razed for me."—*Amherst Student.*

Prof. in Pedagogy—"In administering corporal punishment *two* ends should be kept in view." We are conservative, and believe this to be an ill-advised innovation on the orthodox method which requires only one.—*Chronicle.*

The students of Harvard are about to give a representation of *Ædipus Tyrannus*. This is eminently correct, but one difficulty is in the way. How are they going to introduce the number of "ponies" that will be needed, on an ordinary stage?—*Ex.*

At the recent election in a Connecticut town a clergyman put his ballot for Representative into his vest pocket with other papers. When the return of the town was made up it read as follows:

John M. Smith (Rep.).....	101
William Richmond (Dem.).....	80
Mrs. Anderson desires the prayers of the congregation for her husband gone to sea.....	1

Mrs. Anderson was not, apparently, elected!—*Harvard Echo.*

A query—

Little Jack Horner  
Sat in the corner,  
Devouring Limburger cheese,  
He fastened his gripper  
On a lively old skipper,  
And said: "What the thunder are these?"

Obituary on a moustache:

We shall look, but we shall miss it,  
There will be no downy hair;  
We shall linger to caress it,  
Though we know it is not there.

—*Ex.*

How doth the little busy boy  
Improve each shining bower,  
To gather honey all the day  
From every maiden flower.

Perhaps his age is seventeen,  
Mayhap it's but eleven;  
No matter, he can honey get  
Each day in all the seven.

Ah, happy, happy little boy,  
To draw such dainty ration,  
In innocence so to indulge  
In super-osculation.

—*Harvard Advocate.*

# BATES COLLEGE.

## *FACULTY OF INSTRUCTION AND GOVERNMENT.*

REV. OREN B. CHENEY, D.D.,  
President.

THOMAS L. ANGELL, A.M.,  
Professor of Modern Languages.

REV. JOHN FULLONTON, D.D.,  
Prof. of Ecclesiastical History and Pastoral Theology.

REV. JAMES ALBERT HOWE, D.D.,  
Professor of Systematic Theology and Homiletics.

JONATHAN Y. STANTON, A.M.,  
Professor of Greek and Latin Languages.

GEORGE C. CHASE, A.M.,  
Professor of Rhetoric and English Literature.

REV. BENJAMIN F. HAYES, D.D.,  
Professor of Psychology and Exegetical Theology.

THOMAS HILL RICH, A.M.,  
Professor of Hebrew.

RICHARD C. STANLEY, A.M.,  
Professor of Chemistry and Geology.

JOHN H. RAND, A.M.,  
Professor of Mathematics.

## *CLASSICAL DEPARTMENT.*

### *TERMS OF ADMISSION.*

Candidates for admission to the Freshman Class are examined as follows:—

**LATIN:** In six books of Virgil's *Æneid*; six orations of Cicero; the *Catiline* of Sallust; twenty exercises of Arnold's Latin Prose Composition, and in Harkness' Latin Grammar. **GREEK:** In three books of Xenophon's *Anabasis*; two books of Homer's *Iliad*, and in Hadley's Greek Grammar. **MATHEMATICS:** In Loomis' or Greenleaf's Arithmetic, in the first twelve chapters of Loomis' Algebra, and in two books of Geometry. **ENGLISH:** In Mitchell's Ancient Geography, and in Worcester's Ancient History.

All candidates for advanced standing will be examined in the preparatory studies, and also in those previously pursued by the class they propose to enter, or in other studies equivalent to them.

Certificates of regular dismission will be required from those who have been members of other Colleges.

The regular examinations for admission to College take place on the second Saturday before Commencement, on Tuesday preceding Commencement, and on Saturday preceding the first day of the Fall Term.

## *COURSE OF STUDY.*

The regular Course of Instruction is that commended by the leading Colleges of the country as eminently adapted to secure liberal culture and a sound classical education.

## *EXPENSES.*

The annual expenses are about \$200. Pecuniary assistance, from the income of thirteen scholarships and various other benefactions, is rendered to those who are unable to meet their expenses otherwise.

Students contemplating the Christian ministry receive assistance every year of the course.

## *THEOLOGICAL SCHOOL.*

This is a department in the College, established by vote of the corporation July 21, 1870. It occupies Nichols Hall, situated about a quarter of a mile from the College buildings, and is in charge of a special Faculty appointed by the College corporation.

Candidates for admission are required to furnish testimonials of good standing in some Christian church, and to give evidence of their duty to prepare for the gospel ministry, certified by the church of which they are members respectively, or by some ordained minister.

Those who are not graduates from College, previous to entering upon the regular course of study, must be prepared for examination in the common English branches, Natural Philosophy, Physiology, Chemistry, Geology, Astronomy, Algebra, and in the Latin and Greek languages.

Tuition, room rent, and use of libraries free.

COMMENCEMENT, Thursday.....JUNE 30, 1881.

## NICHOLS LATIN SCHOOL.

This Institution is located in the city of Lewiston, Maine, and is named in honor of LYMAN NICHOLS, Esq., of Boston. The special object of the school is to prepare students for the Freshman Class of Bates College, though students who do not contemplate a College course are admitted to any of the classes which they have the qualifications to enter. The School is situated near the College and Theological School, and thus affords important advantages of association with students of more advanced standing and scholarship.

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